



# Funding Research Update


Governor's Office of Education Innovation

Kerry McConnell, Project Manager

# Two Questions

- ▶ 1. How is money re-distributed if different/fewer weights are used?
- ▶ 2. What effect do total expenditures have on achievement given school and student demographics?

# Funding Redistribution

- ▶ Weighted student funding is funding schools based on the characteristics of their student population, such as:
    - Grade-level
    - Achievement
    - Poverty
    - Special Education
    - English Language Learners
    - Mobility
    - Vocational Education
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# Weighted Student Funding

## ▶ Data:

- 2010 – 2011 District AFR Reports
- October 2010 School Enrollment Reports
- October 2010 FRPL Eligibility Reports

## ▶ Weights:

- Poverty
  - FRPL (Free or Reduced)
  - Economically Disadvantaged
- English Language Learners

# Weighted Student Funding

- ▶ Districts / States who use(d) weighted student funding:
  - Baltimore
  - Cincinnati
  - Denver
  - Hartford
  - Houston
  - New York City
  - Oakland
  - San Francisco
  - Seattle

# Weighted Student Funding

- ▶ Money to be redistributed in simulation:
  - Districts:
    - M&O, CSF & IIF
    - Unrestricted Capital Outlay
    - Soft Capital Allocation
  - Charters:
    - General Projects
    - CSF & IIF
- ▶ State revenues only
- ▶ Closed schools excluded, programs excluded

# Effect of Total Expenditures on Achievement

- ▶ Is there a clear relationship between how money is spent and student achievement?
- ▶ Does this relationship suggest different/fewer/more weights?
- ▶ Example:
  - Are unified high school districts in economically depressed areas shortchanged by the additional weight on high school students?

# Example

- ▶ In many states, there is a relationship between the percentage of students who are in elementary versus high school grades and district poverty rates
  - This could be because of a large dropout rate between 8<sup>th</sup> grade and high school, families becoming more affluent over time and moving, families exercising choice for high school
- ▶ The result is that the system is elementary heavy and the district receives less funding



# Next Steps

- ▶ Exploring the results of different student weighting formulas
  - ▶ Exploring relationship between funding, school characteristics, student characteristics, and performance measures
  - ▶ Results to be presented in 11/1 meeting
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